

First week back at Hill West

Kindness, Compassion, and Connection at the heart of 'Our School'

Week commencing: Monday 5th May

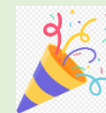


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LET'S CELEBRATE 'OUR' SCHOOL



On our most recent parent survey **92%** of respondents told us their child enjoys coming to school and is happy here. The same percentage told us their child has made good friendships and feels supported by their peers and teachers.



RECEPTION

Key Question:	How is London different to where we live?
Key Text for Linked Learning:	My First Book of London by Charlotte Gullian
Song of the Week:	The Grand Old Duke of York
Key Vocabulary:	Palace, glossary, compare, local, royal

Linked Learning - The World and Speaking

Next week in Reception, the children will be continuing their exciting learning journey all about our capital city, London. Building on their knowledge from last week, they will revisit some of the city's most famous landmarks such as Big Ben, the River Thames, and Tower Bridge. Using maps, the children will locate these key places and begin to understand where they are situated within the city. As part of developing their communication skills, the children will be using voice notes on the iPads to describe what they see, using full sentences and incorporating newly taught vocabulary. They will also begin comparing life in London to life in Four Oaks—asking thoughtful questions like, “Do we have the same types of transport?” and “Are our buildings similar or different?” In addition to their geographical learning, the children will also be introduced to the royal family, exploring who King Charles, Queen Camilla, and Prince William are, and learning about their roles. It's set to be a week full of exploration, discovery and developing understanding of the world around them!

PSED:

In My Happy Mind, the children will be revisiting the brain module. The children will be sorting what their brain helps them with and recalling the three parts of the brain H-A-P. Using their knowledge of team H-A-P, the children will be looking at different emotions and decided if team H-A-P is awake or asleep.

Communication and Language:



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The children will be using the iPads to share their knowledge of London this week. They will be recording a voice note using newly taught vocabulary, encouraged to speak in full sentences.

Physical Development:

In handwriting, the children will focus on the letters g, f, j, p, q and y and practising where they sit on a line. In Get Set 4 PE, children will be demonstrating respect towards a partner when playing competitively. They will be applying their physical skills to play games with a partner. .

Literacy:

This week, the children will be using the conjunction 'and' to join two nouns. In addition to this, they will be learning to spelling the Phase 4 tricky words 'like' and 'love' and using these to write independent sentences.

Phonics:

In phonics, the children will be continuing reading words containing 4 or more sounds. They will be sound talking and blending CCVCC, CCCVC and CCCVCC words e.g. stamp, blend, strict. They will also be learning four new tricky words – were, here, little and says.

Reading:

To apply their phonics knowledge in their daily reading practise session. This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

Mathematics:

This week, the children will consolidate their understanding of 5 and practise recalls the parts of 5 when 1 part is not visible. They will also be building on their previous composition of 6 and 7 as '5 and a bit' and see how 8 and 9 can be represented in this way too.

Understanding of the World:

This week, children will be recognising and learning about a contrasting environment in the United Kingdom (London). Using a map of London, they will identify key landmarks and record their voice using 'voice notes' on an iPad to identify what they can see. The children will learn about the Royal Family and learn the names of the main royals.

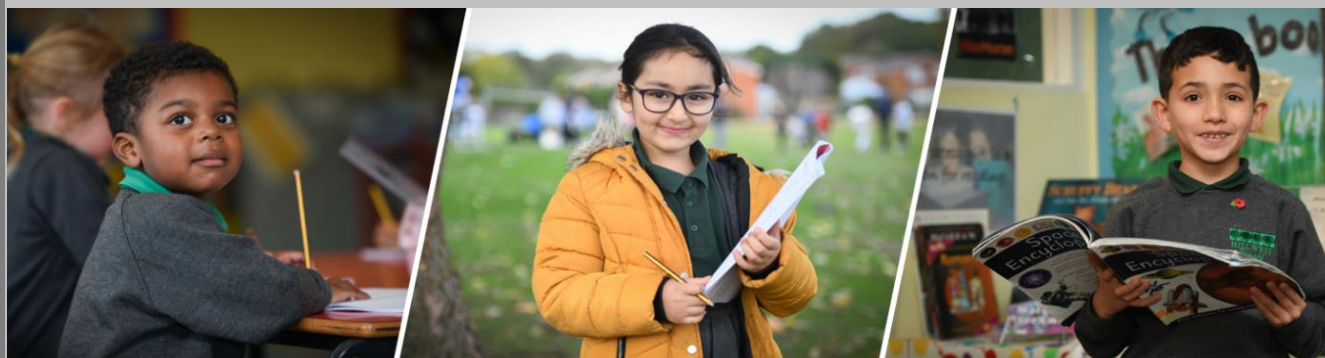
Expressive Art and Design:



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This week, through junk modelling, the children will be joining different materials together to create a sturdy structure. They will be recreating famous London landmarks e.g. Tower bridge, Buckingham Palace etc.

Reception

Homework: Every weekday: Share a story everyday / Access your Collins Ebook at least 3 times throughout the week (New book assigned every Wednesday).

This week's assigned homework should be completed and returned by Friday 9th May.

Task 1: Little Wandle Phonics Home Learning Page – please ensure you review this with your child to help consolidate their new phonic knowledge.

Task 2: Work alongside your child to complete one or more Mathseeds lessons.

Task 3: Using the listed tricky words below, could you support your child in creating a game to bring to school. This could be a simple game of snap, snakes and ladders, dominoes or they may have another creative idea.

Said, so, have, like, some, come, love, do, were, here.

YEAR ONE

Key Question:	What will we find on Sudden Hill?
Key Text for Linked Learning:	On Sudden Hill by Linda Sarah and Benji Davies
Key Vocabulary:	astronauts valley rhythm courage difference bridging medieval Norman Buddha Vesek

Linked Learning: English and RE

This week, the children will continue exploring *On Sudden Hill* by Linda Sarah and Benji Davies, deepening their understanding through various engaging activities. They will begin by creating their own story maps, illustrating key scenes from the book, which they will then use to retell the story in their own words. The children will also practice sequencing pictures from the story in the correct order to reinforce their understanding of the plot. Later in the week, they will complete a quiz with multiple-choice questions to assess their comprehension of the text. Each day, they will practice writing dictated sentences, focusing on phonics, capital letters, finger spaces, and full stops. Towards the end of the week, the children will have the opportunity to write their own sentences, using exciting adjectives and vocabulary to describe characters, settings, and events, allowing them to be

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creative while strengthening their grammar and spelling skills. This week's activities aim to improve their narrative skills, reading comprehension, and sentence formation.

Phonics:

This week the children will be growing the code for the following graphemes: ea (e), ir (ur), ou (ow) and oy (oi). They will also be learning the following tricky words: any, many, who, whole, two.

Reading:

To apply their phonics knowledge in their daily reading practise session. This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

Maths:

The children will be continuing subtraction; Subtract 9 from a two-digit number up to 20 and find the difference between two numbers. Towards the end of the week the children will be learning the days of the week and months of the year.

Science:

This week the children will be continuing with our unit all about plants. This week the children will be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. The children will also be able to identify and describe the basic structure of a variety of common flowering plants, including trees. The children will be taught to use the following practical scientific methods, processes and skills: Observing closely, using simple equipment, identifying and classifying, and using their observations and ideas to suggest answers to questions.

History:

This week the children are continuing the topic of Castles. They will be finding out about people living in medieval castles.

Geography:

There will be no Music this week due to a Bank Holiday

Computing:

Children will begin to justify their use of certain tools when changing text. They will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-

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clicking and clicking and dragging. The children will be able to explain what tool from the toolbar they have used to change their writing.

Music:

There will be no Music this week due to a Bank Holiday.

Art / DT:

The children will be continuing to create their own mark making process of drawing feathers.

RE /PDW:

The children will continue to explore the Buddhist festival Vesak in preparation for our class assembly, creating their own lanterns.

P.E:

This week the children will be continuing their unit of Athletics. The children will be developing and exploring throwing for a distance and accuracy.

Homework: Everyday – share a book / story

This week's assigned homework should be completed and returned by Friday 9th May.

Task 1: Please complete your Little Wandle Phonics home learning sheets from Summer 1; these can be located in the Showbie > Phonics and Reading > Summer > Little Wandle Home Learning Summer 1.

Task 2: Please access your child's Maths Seeds lesson to reach 100 lessons by the end of year 1.

Task 3: Lines went out on Monday 7th April but can be found in Showbie; Showbie > Home Learning > 07.04.25 – Assembly Lines/ Lyrics to the songs.

For your homework this week, we would like you to continue to practise your assembly lines for our upcoming assembly all about the Buddhist celebration of Vesak. Please see below links to practise songs for the assembly.

<https://www.youtube.com/watch?v=OxUFw4HXuOs>

<https://www.youtube.com/watch?v=H98Rfljxmsc>

YEAR TWO

Key Question:

Are you going to move closer?

Key Text for Linked Learning:

The Wolf's Story by Toby Forward



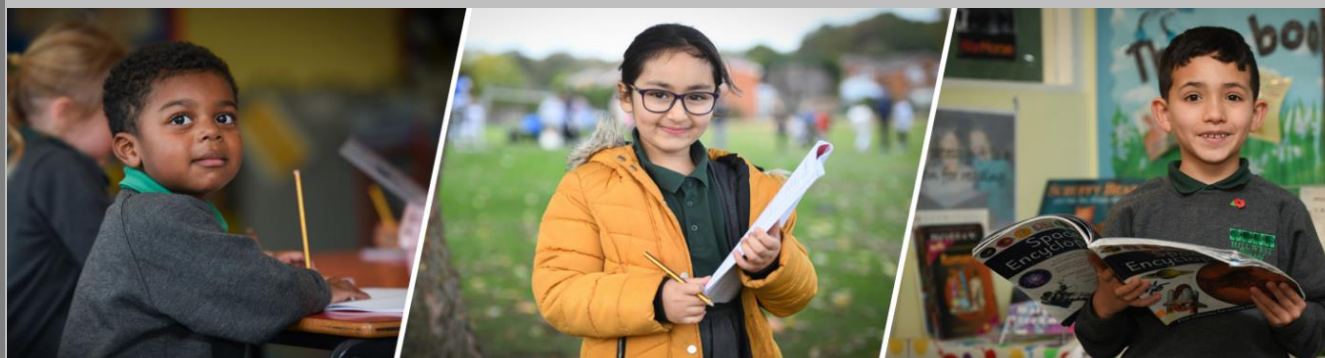
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Key Vocabulary:

Character, plot, personality, traditional, setting, tale, enchanting, menacing, scampers, treacherous

Linked Learning: English and PDW

This week in English, the children will continue exploring their key text, *The Wolf's Story*, by structuring their ideas and developing their descriptive writing skills. To begin, they will create a story mountain, mapping out the key events in the text. This will help them sequence the story logically and consider different perspectives, encouraging them to reflect on how stories can be told in different ways. Following this, the children will begin drafting their character description of *The Wolf*. They will focus on expressing emotions through descriptive language, using comma sentences, and applying previously taught grammar skills, such as expanded noun phrases and conjunctions, to create detailed and engaging writing. This supports the National Curriculum objectives for sentence structure and vocabulary development, while also connecting to PSHE learning by encouraging children to think about how emotions influence actions and how characters might feel in different situations. By the end of the week, the children will have developed their ability to plan and structure writing, while also strengthening their empathy, emotional literacy, and understanding of different perspectives.

Maths:

This week in Maths, the children will be continuing to learn time. They will be telling the time and drawing hands on clocks to show five-minute intervals past and to the hour on an analogue clock. Finally, the children will revisit o'clock, half past, quarter to, quarter past as well as knowing that there is 60 minutes in an hour.

Science:

In Science this week, the children will be continuing their learning about plants. They will investigate what seeds need to grow by recognising that seeds need certain conditions for growth. The children will be working scientifically to plan comparative tests that will involve observation and measuring growth.

History:

In History this week, the children will continue to study changes with living memory by exploring what people have worn through time to the present day. They will choose an era that is their favourite and try to convince their classmates, why it is the best.

Geography:



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In Geography this week, the children will continue to explore weather patterns as they explore how daily weather patterns change over time. They will compare the weather patterns in Yeovil to Torquay in the UK during January to decide whether the weather is usual or unusual for that time of year.

Computing:

In Computing this week, the children will listen to and compare two pieces of music from The Planets by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.

Music:

This week in Music, the children will listen to and appraise the song, 'Count on Me' by Bruno Mars. They will learn how to recognise the pulse by clapping, swaying and tapping their feet. Finally, they will discuss how the music makes them feel and what they thought of the song.

Art / DT:

In Art this week, the children will be learning about Guatemalan worry dolls, discussing the purpose of these dolls and how they reflect the culture of Guatemalan people. The children will then create their own version of a worry doll using twigs and sticks, taking inspiration from the artist, Chris Kenny.

R.E. /PDW:

No PDW due to the Bank Holiday

P.E.

This term the children will be doing Athletics. They will start by developing the sprinting action. They will balance when running by using alternating arms and legs, run on the balls of their feet and take big strides when running fast.

Homework: Every day: 5 minutes of TT Rockstars and at least 5 minutes of reading

Half Termly Spellings: because, child, children, eye, money, most, only, fast, past, last, pretty.

Spelling words: city, fence, pencil, bicycle, face, space.

Prickly spelling words: beautiful, laugh, here, hear

This week's assigned homework should be completed and returned by Friday 9th May.

Task 1: Complete one Reading Eggs Lesson (at least Lesson 120)

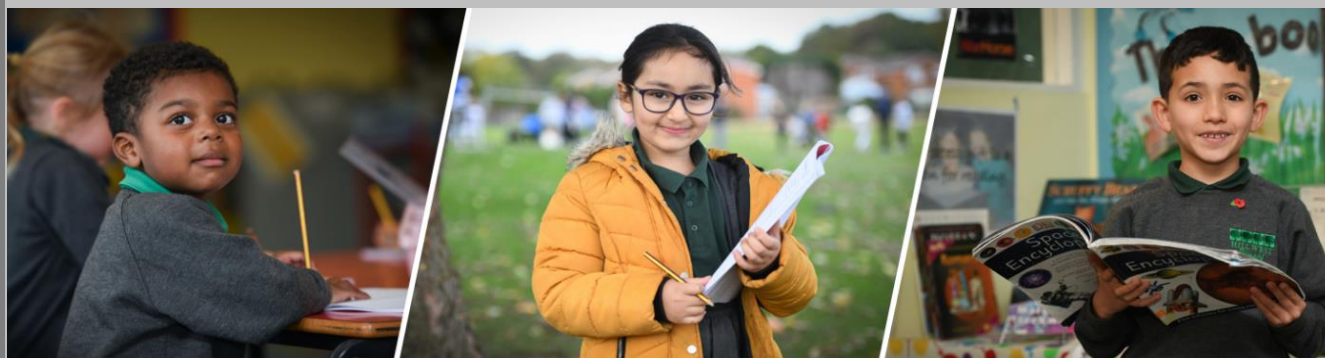
Spellings: Practice your spellings and then test yourself.

EBooks will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

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Task 2: TT Rockstars, 5 minutes a day on the Garage and complete a lesson on Mathseeds. Practice your x2 x5 x10 tables. When you are ready begin to learn your 3, 4 and 6's.

Task 3: This week we would like you to create a weather diary about the weather in the UK over a few days. You can take pictures draw charts and make notes. Please upload to the homework folder, Weather Diary W1 on Showbie, thank you.

YEAR THREE

Key Question:	How useful are grown-ups?
Key Text for Linked Learning:	The Creakers by Tom Fletcher
Key Vocabulary:	Unison, unenthusiastic, eerie, sensation, deserted, embroidered, hesitantly, faint, glisten, contents.

Linked learning: English and Art

This week in English, the children will continue to engage with the imaginative world of *The Creakers*. To develop their reading comprehension skills, they will begin by examining the author's use of language, identifying and discussing ambitious vocabulary within the text. They will consider how word choices contribute to meaning and whether any words could be refined or improved. Building on their understanding of narrative structure, the children will then plan their own continuation of the story, using the text as a stimulus. During the planning phase, they will generate and organise ideas, considering key narrative elements such as character, setting, and plot. They will then draft and write their own narratives, focusing on developing a clear problem, an effective resolution, and an engaging ending, while applying their knowledge of grammar, punctuation, and varied sentence structures.

This week in Art, the children will explore how artists use puppet theatre as a creative medium to tell stories, linking closely to their English work on narrative writing. Just as they are developing their own written stories inspired by *The Creakers*, they will see how visual artists bring characters and plots to life through puppetry, using design, expression, and movement to convey meaning and emotion.

Maths:

Next week in Maths, the children will develop their understanding of time in line with the National Curriculum objectives. They will learn to read and write digital times and express them using the terms 'past' and 'to' when reading analogue clocks. The children will also compare different lengths of

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time, using seconds, minutes, and hours, to deepen their understanding of time intervals. They will calculate the duration of events that last less than one hour, as well as those that take more than an hour, using both number lines and written methods to support their reasoning. This work will help to build fluency and confidence in telling the time and solving time-related problems.

Science:

Next week in Science, the children will continue to develop their understanding of plants by observing how they grow in different conditions, in line with the Year 3 National Curriculum. They will explore how factors such as light, water, and temperature affect growth, and record their observations over time. As part of their work on scientific enquiry, the children will also focus on generating their own testable questions and deciding which variables to change or keep the same. This will help them build key skills in planning and carrying out fair investigations.

History:

Next week in History, the children will be learning about life during the Bronze Age, focusing on the key developments and technological advances of the time. They will explore how the discovery and use of bronze transformed everyday life, from farming and toolmaking to social structure. The children will learn how irrigation and the metal plough improved agriculture, allowing people to farm more effectively all year round. They will also find out how the ability to create bronze by combining tin and copper led to stronger tools and weapons, replacing those made of stone. Through this, the children will begin to understand how these innovations shaped early civilisations and changed how people lived and worked.

Geography:

No Geography this week due to Bank holiday Monday

Computing:

This week, the children will learn about branching databases. They will explore how these databases are used to classify and organize information based on a series of yes/no questions, helping them to understand how data can be systematically sorted and categorised

Music:

This week, the children will continue learning to play the recorder, focusing on practicing reading musical scores using the four basic notes they have already learned. They will work on improving their ability to read and play simple melodies, reinforcing their understanding of musical notation and rhythm.

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Art:

Next week in Art, the children will be exploring the work of artists Holly Summerson and Jamie Caliri, focusing on how they use paper-cut and mixed-media animation to tell stories through puppetry. The children will study selected images and animations, reflecting on how the characters and scenes make them feel and what techniques the artists have used to bring their creations to life. They will be encouraged to respond creatively in their sketchbooks, arranging images in their own way and answering questions about the artists' work. This will help to develop their ability to express personal opinions about art and inspire them to begin thinking about creating their own puppets and visual storytelling.

R.E/PDW:

Next week in RE, the children will be learning about the values of truth and honesty, following the Year 3 objectives from the Religious Education National Curriculum. They will explore these themes through the biblical story of Naboth, reflecting on the importance of making truthful choices and understanding the consequences of dishonesty. Through discussion and creative activities, the children will be encouraged to consider how these values apply to their own lives and relationships with others.

P.E:

Next week in PE, the children will be focusing on developing their jumping skills as part of our athletics practice, in line with the Year 3 objectives from the National Curriculum for Physical Education. They will learn how to use different techniques for jumping, including standing and running jumps, and will practise controlling their body movements to improve distance and accuracy. Through these activities, the children will develop coordination, strength, and balance, while also learning how to evaluate and improve their performance.

Homework: Every weekday: 5 minutes of TT Rockstars every day and at least 10 minutes of reading.

Half termly spellings: library, build, ordinary, natural, guard, surprise, island, answer, guide, increase.

This week's assigned homework should be completed and returned by Friday 9th May.

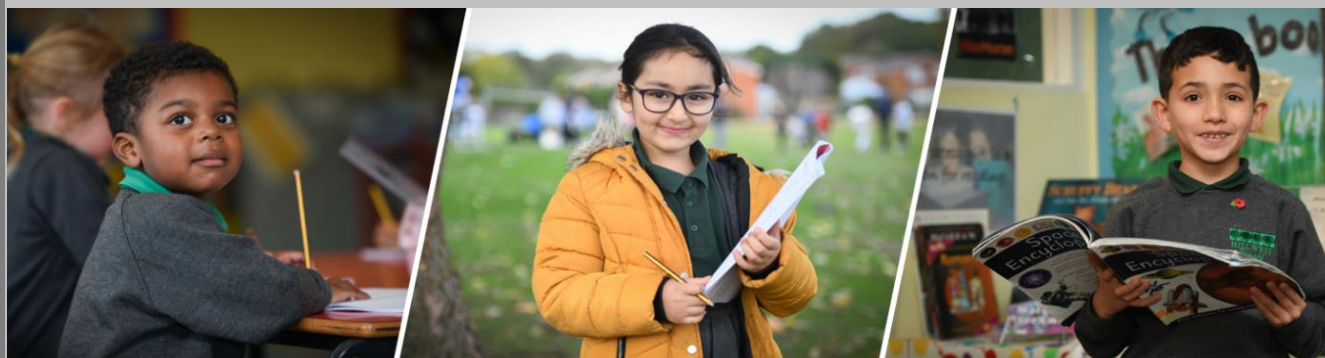
Task 1: Practice half termly spellings, complete lesson 90 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Summer 1-> Week 2.

Please practice your half termly spelling, set a timer and practice writing them out quickly, see if you can beat your own score, what's your fastest time?

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Task 2: Complete this week's maths homework on Showbie. Homework -> Maths homework -> Summer 1 -> Week 2.

Task 3: Create a 'Creakers' puppet out of whatever material you like, it could just be a character drawn on paper and stuck on a stick or a wooden spoon or you could be more adventurous, we can't wait to see your finished products.

YEAR FOUR

Key Question:	Would you eat a witchetty grub to survive the Amazon?
Key Text for Linked Learning:	The Explorer – Katherine Rundell
Key Vocabulary:	Summon, cascade, quench, fern, haunches, entwined, heaved, hammered, yelled, stunned

Linked Learning: English and Geography

This week, the children will be continuing their work on *The Explorer* by Katherine Rundell. They will further develop their prediction skills, drawing on their growing knowledge of the characters and their actions to anticipate how the story might unfold. Through discussion and written work, the children will use evidence from the text to support their ideas, encouraging deeper engagement with character development and plot. This links closely with the National Curriculum objectives for reading comprehension, which require pupils to "predict what might happen from details stated and implied" and to "discuss and evaluate how authors use language, including figurative language, considering the impact on the reader". In addition, the children will begin to explore the author's language choices in greater detail, identifying powerful vocabulary and literary devices that contribute to the mood, setting, and sense of adventure within the story. They will consider how specific word choices and descriptive techniques help to build tension and excitement, as well as how these elements place the novel firmly within the adventure genre. This will support pupils in meeting the objective to "identify and discuss themes and conventions in and across a wide range of writing" and to "explain and discuss their understanding of what they have read, including through formal presentations and debates". Through these activities, we aim to deepen the children's understanding of both the text and the broader features of adventure writing.

Maths:

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In maths this week, the children will be continuing with the unit all about fractions. To begin the week, the children will subtract fractions with the same denominator within and beyond one whole. Following this, they will move on to calculate fractions of amounts, firstly with unit fractions and then separately with non-unit fractions. To end the week, the children will be using diagrams to identify equivalent fractions.

Science:

In Science this week the children will be using classification to observe, describe and group different birds. The children will end the lesson by discussing animals that could be classified incorrectly because they have unusual characteristics.

History:

In History this week the children will be learning all about why and how the Roman's successfully invaded Britain.

Geography:

No Geography due to Bank Holiday.

Computing:

The children will be identifying times or situations where they need to limit the amount of time spent on technology. They will be discussing possible strategies that could help themselves or a peer.

Music:

The children will continue their learning on the clarinet and flute, using the notes learned to play a variety of pieces.

Art / DT:

Taking inspiration from Marcus Coates, the children will draw their own nest this week using graphite pencils and water colours. They will explore using hard and soft pencils to capture the tones of a nest.

R.E. /PDW:

Our new My Happy Mind module this term is called 'Engage'. The children will be considering how a lot can be achieved when they effectively engage in tasks.

P.E.:

This week, the children will be developing their power and speed when using the sprinting technique.

MFL:

This week, the children will continue to learn how to describe themselves in French, with the focus this week being on their eyes.



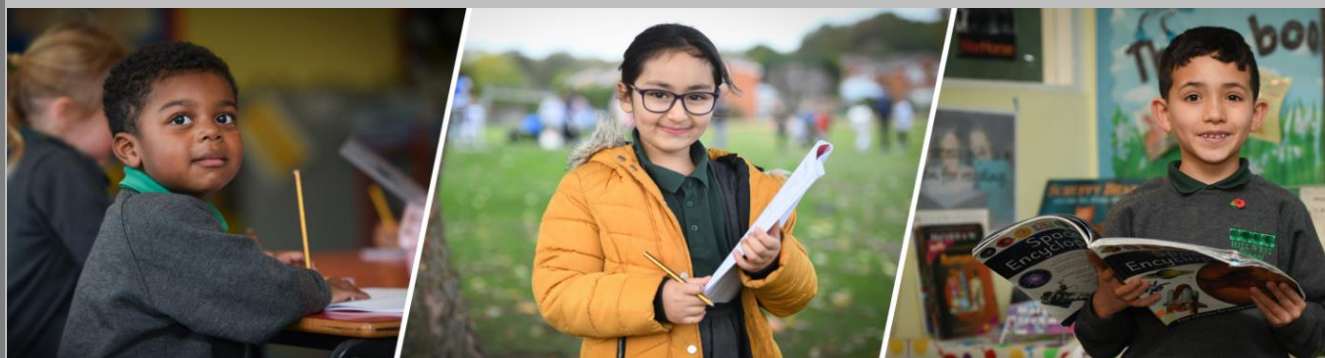
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Homework:

Every weekday: 5 minutes of TT Rockstars and at least 15 minutes of reading.

Half Termly Spellings: extreme, therefore, important, position, suppose, mention, island, knowledge, possible, separate

This week's assigned homework should be completed and returned by Friday 9th May 2025

Task 1: Complete one Reading Eggspress Lesson. You should be on or beyond lesson 128.

Spellings: Practise your spellings and then test yourself.

Task 2: Complete the maths homework activity located in the Moles/Squirrels homework folder on Showbie.

Task 3: Research Marcus Coates. Why is his artwork different? How does it make you feel?

YEAR FIVE

Key Questions:

How can we use Viking beliefs and storytelling techniques to create our own powerful version of Bjorn's final battle?

Key Text for Linked Learning:

The Saga of Bjorn – Video Story

Key Vocabulary:

Valhalla, Saga, Honour, Sacrifice, Mythology, Heroism, Suspense, Narrative structure, Characterisation, Imagery.

Linked Learning: English and History

Next week, the children will explore Viking customs through an in-depth study of the Saga of Bjorn, focusing on his final battle and his journey to Valhalla. They will examine Viking beliefs surrounding the afterlife, honour, and heroism, gaining insight into the values that guided Norse warriors. As part of their work, pupils will analyse the structure and language of the narrative, identifying key features such as suspense, character motivation, and plot development. Working in groups, they will break down the key scenes from the final battle, discussing how the author uses language, description, and structure to convey tension and reflect Viking ideals, such as bravery, sacrifice, and the role of the gods in warfare.

Drawing on this analysis, the children will begin planning their own version of Bjorn's final battle. They will make subtle changes to the original plot to enhance the narrative, using their understanding of Viking culture and storytelling conventions to create a meaningful and engaging retelling. This activity will support key National Curriculum skills in English, including: identifying and discussing



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themes in stories; using narrative structure effectively; creating atmosphere through descriptive language; developing character and setting; and editing and improving writing based on feedback. In the following weeks, pupils will write, refine, and evaluate their stories, applying their learning to produce imaginative and well-structured narratives that demonstrate both historical understanding and literary skill.

Maths:

In Maths, first the children will subtract proper fractions from mixed number denominator multiples within the whole. Then they will subtract proper fractions from mixed number denominator multiples across the whole. After that, the children will learn how to multiply unit fractions by whole numbers. Finally, they will multiply non-unit fractions by whole numbers.

Science:

In the second lesson of the "Living Things: Life Cycles and Reproduction" unit, the children will look at how to describe the life cycle of mammals: mating, gestation, birth, newborn, infancy, juvenile, adolescent and adult. They will be able to compare the life cycles of hedgehogs, dolphins and blue whales. Finally, they will also be able to describe sexual reproduction in mammals as producing offspring with characteristics of both parents.

History:

Next week, our history focus will be the Peace Treaty of Wedmore (886), a pivotal moment in Viking and Anglo-Saxon relations. The children will explore the agreement made between King Alfred the Great and Viking leader Guthrum, examining how it helped establish a period of relative peace in England. Through this topic, pupils will develop a range of key skills. They will build their critical thinking by analysing the historical context and significance of the treaty and strengthen their research skills by gathering information from various sources to support their conclusions. As part of their written work, children will produce a report or summary, using formal language, a clear structure, and historically accurate detail. They will also apply their understanding of chronology and cause-and-effect, helping them make connections across historical events. Throughout the week, they'll take part in discussions and debates around the treaty's impact, encouraging thoughtful engagement and interpretation. By the end of the unit, pupils will not only have a deeper understanding of this crucial event but also enhanced historical thinking and communication skills.

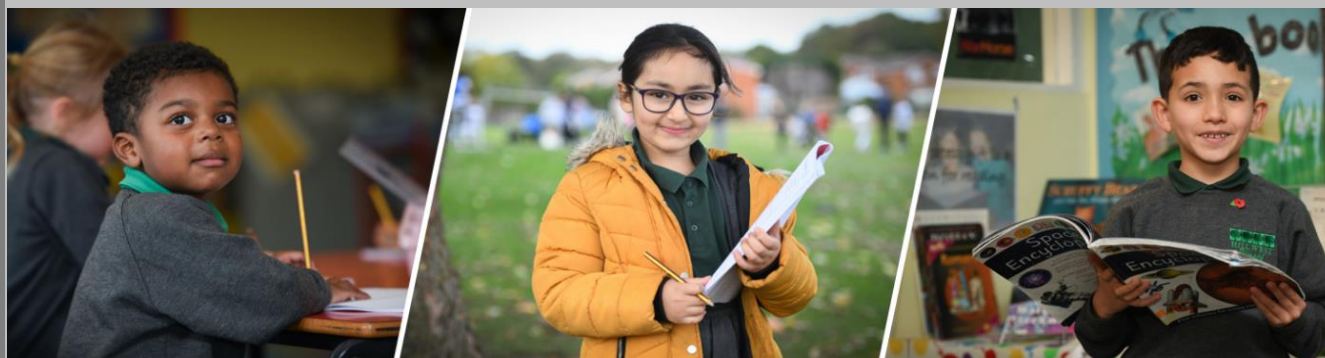
Geography:

Next week, we will begin our Save the Orangutan geography unit, where children will learn about orangutans, their habitats, and the environmental threats they face. They will discover that

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orangutans are native to the rainforests of Borneo and Sumatra and explore how their survival is threatened by deforestation, palm oil plantations, illegal hunting, and the pet trade. Using maps and globes, students will locate these regions and understand how human actions are impacting the natural world. The lesson will also introduce the concepts of sustainability and conservation, helping children see how global actions can affect local wildlife.

In this lesson, children will apply critical thinking skills to explore how the loss of orangutans' habitat affects biodiversity and climate. They will create posters or fact files to share key facts about orangutans and ideas for protecting them, reinforcing their learning in geography, literacy, and persuasive writing. By the end of the lesson, children will have a deeper understanding of the challenges orangutans face and how geography connects to real-world conservation efforts.

Computing:

In this lesson, the children will use a computer-based database to examine how data can be recorded and viewed. They will learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.

Music:

Not applicable due to bank holiday.

Art / DT:

In Art, the children will be introduced to the work of The Shoreditch Sketcher and discover how he uses loose ink sketching and a limited palette to create cityscapes. They will annotate examples of his work and draw some details from his work.

R.E. /PDW:

Next week, in their Personal Development and Wellbeing (PDW) lessons, the children will revisit the Zones of Regulation. They will review the four colour-coded zones—blue, green, yellow, and red—and discuss the emotions and behaviours associated with each one. Students will reflect on how to recognize which zone they are in and explore techniques for moving between zones, such as deep breathing, taking a break, or speaking with a trusted adult. Through role-playing activities, they will practice identifying their emotions and responding calmly to various situations. These discussions and exercises will help the children strengthen their emotional regulation skills, build coping strategies, and enhance their ability to manage stress and improve their overall well-being.

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P.E:

Next week in PE, the children will be focusing on athletics. They will participate in a variety of activities designed to develop their running, jumping, and throwing skills. The class will cover key athletic events, including sprinting, relay races, long jump, and shot put. Students will work on improving their speed, coordination, and technique, while also learning how to apply proper form to enhance performance and prevent injury. Through individual and team challenges, they will practice teamwork, perseverance, and sportsmanship. As the week progresses, the children will also take part in friendly competitions, encouraging them to set personal goals and celebrate their achievements.

MFL:

Next week, in their French lessons, the children will focus on using the pronoun "my" accurately, depending on whether the noun is masculine or feminine. They will learn the different forms of "my" in French: mon for masculine nouns, ma for feminine nouns, and mes for plural nouns. Through various activities, such as matching exercises and sentence construction, the children will practice identifying the gender of nouns and using the correct form of "my" in context. They will also learn to recognize exceptions, such as when a feminine noun begins with a vowel sound, in which case "mon" is used instead of "ma" (e.g., "mon amie" for "my friend"). By the end of the week, the children will have a solid understanding of how to apply this rule in both written and spoken French, enhancing their ability to describe possessions and relationships accurately.

Homework: Every day: 5 minutes of Garage mode on TT Rockstars and at least 15 minutes of quiet reading

Half-termly Spellings:

Stomach, recommend, equipment, environment, government, parliament, frequently, vegetable, wide-eyed, co-operate

This week's assigned homework should be completed and returned by Friday 9th May.

Task 1: Complete your next Reading Egg – Lesson 167.

Task 2: For your homework this week, you'll be working on subtracting fractions from mixed numbers and multiplying fractions by whole numbers. Complete each section carefully and upload your work to **Showbie by Friday**.

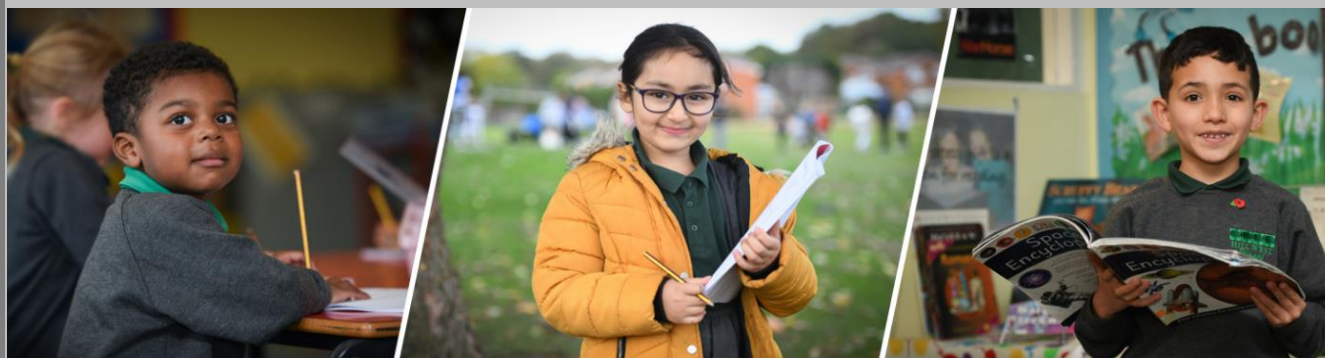
Task 3: Reading – Create a poster or presentation about your favourite book

Make an engaging poster or presentation that showcases your favourite book and convinces others to read it in the future.

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Complete your poster/presentation carefully and once finished, upload your work to Showbie by Friday.

YEAR SIX

Key Question:	How do the actions of Auggie's classmates teach us about friendship and empathy?
Key Text for Linked Learning:	Wonder by R. J. Palacio
Key Vocabulary:	Bulbous, virtue, discreet, diverse, navigate, isolate, intimidating, humiliate, gravitate, reluctance

Linked Learning: English, PDW

During our second week enjoying 'Wonder', we focus on enhancing children's analytical skills and understanding through a series of engaging activities. The children will delve into plot development by breaking down the story into its beginning, middle, and end, and discussing how various plot events contribute to August's journey. This activity aligns with the National Curriculum's aim to enhance narrative comprehension and critical thinking. The children will then examine key themes such as friendship and acceptance by identifying relevant passages and participating in discussions or drama activities. This corresponds with our PDW objectives that foster emotional literacy and social awareness. Finally, they will concentrate on vocabulary development by identifying difficult words or phrases, discussing their meanings, and creating vocabulary word banks, which supports the English curriculum's goal of expanding pupils' vocabulary and understanding of language nuances.

Maths:

In Maths this week, children will recognise that shapes with the same areas can have different perimeters and vice versa. They will calculate the area of a parallelogram and triangle. They will calculate the volume of a cuboid and cube.

Science:

The children will classify the cold-blooded vertebrate groups using their common characteristics. They will work scientifically and use a classification key to classify frog species.

History:

In History this week, children will identify similarities and differences between types

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of sources of information available in different periods in the past.

Geography:

The children will explore southern Africa and South Africa as part of their journey throughout this great continent.

Computing:

In Computing, children will look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences.

Music:

In Music, children will appraise 'Something Helpful' by Anna Meredith and begin to explore female composers in music.

Art / DT:

In Art, the children will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.

PDW:

The children will be learning how Muslims express their joy in their worship.

P.E:

The children will work to develop speed and stamina. They will maintain a steady breath and practise running on the balls of their feet.

MFL:

In French, children will be exploring Quebec and looking at what the weather is like there. They will recall simple facts about Quebec and understand why French is spoken there. The children will recognise and use the French words for 7 different winter and summer sports played in Québec.

Homework

Every weekday: 5 minutes of TTRockstars on Garage mode and 20 minutes of reading.

Half termly Spellings: prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language

This week's assigned homework should be completed and returned by Friday 9th May.

Task 1: Complete a level of Reading Eggspress. You should be at or beyond Lesson 211.

Task 2: Monster Learning – KS2 Assessments – Paper 1 – Number Test 4

For Tasks 1 and 2 upload a screenshot of your completion certificate to Showbie.



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Task 3: Learn all the Maths facts and Grammar terminology from your knowledge organisers on Showbie.